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ABSTRACT

Career patterns of superintendents in 100 Illinois school districts in 1974-75 were traced over a 17-year period to examine turnover and career mobility patterns of public school superintendents. Information came from various state school directories and from Illinois Office of Education computer tapes. School districts were categorized according to size and type (elementary, secondary, unit), and the sample reflected size and type variations in the state's total population. More than 56% of the districts had fewer than 1,000 students; these districts had highest average number of superintendents, highest turnover rate (they accounted for 70.7% of turnovers), and lowest average number of years of service. As for mobility, each new academic year found some 16% of Illinois superintendents in a new position, two out of three of the superintendents were place-bound (staying in the same geographic region and district size and type), and most of those who moved exhibited horizontal rather than vertical mobility. Highest turnover rates were found in districts with fewer than 500 students. Future research should analyze the nature of small district turnover, develop training programs designed for those who want to serve smaller communities, and study characteristics of superintendents who appear as statistical outliers. (RS)

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AN EXPLORATORY STUDY OF TURNOVER AND CAREER MOBILITY

of Public School Superintendents in the State of Illinois from 1960-1976

State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

Prepared for the
Select Study Committee on School District Organization

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AN EXPLORATORY STUDY OF TURNOVER AND CAREER MOBILITY OF PUBLIC SCHOOL DISTRICT SUPERINTENDENTS IN THE STATE OF ILLINOIS FROM 1960-1976

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Introduction

Of the many positions to be found in elementary and secondary public schools, none is more visible to the public, more associated with the strengths or weaknesses of local schools and more directly responsible for the financing and management of all the districts' schools than the superintendent. Selected most often by a board of citizens elected by voters from the local school district, superintendents not only execute the policies enacted by their board but also become sources of professional advice for their boards and communities. Often these suggestions concerning education are adopted, but not infrequently the notions proffered by superintendents are deemed unacceptable. Conflicts between superintendents and boards or among superintendents, boards and communities are not rare. The careers of many public school superintendents are ones which reflect frequent changes among districts. Not all these changes, nonetheless, are acrimonious. Many superintendents leave districts for positions in larger districts with enhanced salaries.

This report examines the turnover and career mobility patterns of a sample of school district superintendents in the State of Illinois from 1960 to 1976. The report consists of five sections: (1) a review of research literature relevant to issues of school superintendent turnover and career mobility; (2) a description of the data generation and analysis procedures; (3) findings about superintendent turnover from 1960-1976; (4) findings about superintendent career mobility patterns in Illinois from 1960 to 1976; and, (5) a concluding section discussing some implications of the information presented and suggesting lines of future research.

Review of Relevant Research Literature

This review deals with literature concerned with two major topics: the turnover of superintendents and their career mobility patterns.

Turnover of Superintendents. The general research literature dealing with the turnover rate of public school superintendents is a mixed bag of empirical studies, how-to-do-it recipes and folk wisdom about good or bad leadership in schools. This review concentrates on empirical literature dealing with superintendent turnover. Turnover has been taken to mean voluntary or involuntary movement of superintendents from one district to another, movement from the superintendency to some other position in the field of education or elsewhere, and retirement.

Reflected consistently in the empirical literature on superintendent turnover have been three research findings. These are:

1. Small districts have the highest rate of superintendent turnover. The longevity of these superintendents in a district is short.
2. Small districts usually employ individuals as superintendents who have had either no prior experience as a superintendent or who have a pattern of serving as superintendents in small districts for short time periods--usually less than three years.
3. Roughly one superintendent of every five (20%) is new to his or her district each fall. Small district superintendents are disproportionately represented in this category.

The research literature supporting these generalizations deserves brief elaboration.

In the early 1950's the Midwest Administration Center of the University of Chicago conducted studies of the turnover of superintendents in 12 Midwestern states (Mosier and Baker, 1952; Chase and Sweitzer, 1953). These researchers reported that "the small district employing fewer than 11 teachers is particularly hazardous insofar as tenure in the superintendency is concerned" (Mosier and Baker, 1952, p. 44). Two reports prepared by the American Association of School Superintendents confirm the turnover rate of small district superintendents. The 1960 report does not deal extensively with this issue in the text, but Table 11 of that report shows small district superintendents served fewer years than the average superintendent, but more years than superintendents in very large districts (AASA, 1960, p. 81). The 1971 AASA report on the superintendency created a special category for small districts (pupil enrollments of less than 300). Because of a poor response rate, this AASA study made special estimates of these small districts. These estimates claimed that small district superintendents consistently served both the fewest average number of years and the fewest median number of years in their first, second, third and fourth superintendencies (AASA, 1971, Table 20, p. 33). Finally, 15 dissertations examining 11 states from 1950 to 1975 all reach the conclusion that turnover rates are highest in small districts. (See Appendix A, Table 1A).

Similarly, many of the dissertations and the Midwest Administration Center studies found that small districts hire beginning superintendents or superintendents who have served short time periods in other small districts. The following dissertations replicate this general employment pattern in several states: Castleberry (1964) in Arkansas, Dorland (1973) in Colorado, Harting (1969), Morton (1955), and Pope (1974) in

Missouri, and Cokendolpher (1959) and Horn (1972) in Texas. Using their data on 12 midwestern states, Chase and Sweitzer cold-bloodly reported that "the highest fatality rates occur during the first few years of service" (1953, p. 58), particularly in small districts.

Finally, these research reports find a turnover rate for all superintendents in the neighborhood of 20%. Using 7 states, Mosier and Baker (1952) calculated turnover rates in 1940-41 of 17% and 19% in 1950-51. In the dissertations surveyed Castleberry (1964) reported a 15.54% turnover rate in Arkansas from 1958-59 to 1962-63, Porter (1971) found that from 1960 to 1969 in 98 Connecticut independent school districts there were 145 turnovers, and Horn (1972) concluded that in 1971-72 Texas closely paralleled the AASA 1970 report finding that superintendents spent between 5 and 6 years on the average in a district. Again, nearly all these authors point out that because superintendent turnover is highest among small districts, the actual number of students affected is a relatively small proportion in many states.

Hence, the superintendency seems a mobile profession. While high turnover in small districts does distort the overall pattern when analyzing superintendent turnover, the typical tenure in office of a superintendent averages between five and six years. This tenure is less in smaller districts.

Career Mobility Patterns of Superintendents. The rate of turnover of superintendents provokes at least two additional questions. First, what are the patterns of career mobility of superintendents? Are they primarily patterns of vertical mobility in which superintendents move from smaller to larger, more prestigious districts or are they patterns of horizontal mobility in which superintendents move among districts

of the same size? Second, what are some of the factors which may cause superintendent turnover? While not a major interest of this report, it seemed useful to explore briefly studies on why superintendents remained in or left districts.

In a series of works, Carlson has analyzed two patterns of superintendent career mobility (1961; 1962; 1965; 1972). The first pattern is that of place-bound superintendents. These are individuals who spend the majority of their career in a single school district and move upward within that district from teacher to principal to central office administration to superintendent. They are viewed by public, board and peers as insiders who will maintain and preserve the traditional policies of the school district and will maintain local residency regardless of job placement.

The second pattern is career-bound. Career-bound superintendents move often from district to district, seeking not only to increase their income but also to serve in districts with more prestige than those they currently serve. These individuals follow a career pattern in which they move as rapidly as possible to a superintendency then remain on the alert to opportunities for advancement. Career-bound superintendents are viewed as outsiders, brought into districts to change the status quo. Roughly two of every three superintendents would be classified by Carlson as career-bound.

While career-bound superintendents aspire to vertical mobility, Carlson suggests that most are horizontally mobile. Since Carlson's initial discussion in 1962, at least six dissertations have explored various aspects of the place-bound and career-bound thesis (Appendix A, Table 2A). In general, these studies collaborate Carlson's contentions about the shapes of superintendents careers and support his argument

that most superintendent mobility is horizontal rather than vertical.

Support for the finding of horizontal mobility for most superintendents can be found in the Midwest Administration Center studies and several dissertations. Mosier and Baker wrote:

> Of a group of 355 superintendents who changed jobs in 1950-51 in the 12 states:
>
> 6 percent moved to districts employing at least 23 more teachers
>
> 19 percent moved to districts employing from eight to 22 more teachers
>
> 24 percent were employed in districts with from three to seven additional teachers
>
> 39 percent were engaged by districts having from two more to two fewer teachers
>
> 8 percent accepted positions in districts employing from three to seven fewer teachers
>
> 4 percent are employed in districts employing at least eight fewer teachers (1952, p. 45).

Castleberry (1964) suggests that transferring superintendents not only move to districts with the same number of teachers and pupils but also with roughly the same per-pupil expenditures. Harting (1969) found differences in age and salary among vertically and horizontally mobile superintendents in Missouri. Superintendents who were vertically stable and horizontally mobile received the lowest salary and were the next to youngest as a group, while vertically mobile and horizontally stable superintendents were the highest in salary and the oldest. Overall, the bulk of superintendents move horizontally among districts of roughly the same size.

Superintendents who begin their careers in small districts and aspire to larger districts are generally not successful in attaining vertical mobility. Most of these superintendents appear to move from one

small district to another, with few moving in very incremental steps to larger, more prestigious districts. We may also suggest, although too little evidence exists on the point, that these horizontally mobile superintendents may be seen by their small communities as outsiders, but lack the attributes that Carlson uses to describe career-bound superintendents. Rather than perceiving themselves as outsider leaders bent on changing education in a district, these small district superintendents may well be place-holders for the next superintendent. They may seem intent on escape from rather than improvement of their district's educational program, knowing that as superintendent they have neither a place nor a career in their present position.

The dissertations further support Carlson's work in the sense that place and career-bound superintendents do behave differently in superintendencies. Hickcox (1966) generally confirms Carlson's notions, while Deprin (1965) found that differences between insiders and outsiders decreased over time. However, Deprin suggested that career-bound superintendents instituted liberalizing rules while place-bound superintendents imposed restrictive rules. Career-bound superintendents sought to free district employees from traditions while place-bound favored even more tradition in their districts. In sum, Carlson's work provides a fruitful research platform and a reasonable guide to practical action.

In contrast, the research findings on factors associated with superintendent tenure in office are less clear. While Carlson's schema holds dominance in the research on superintendent career patterns, two major themes exist in the study of turnover. One school, based on the work of Iannaccone and Lutz, stresses the political nature of turnover. The second is a loose collection of notions which find either personal

characteristics or conflicts about expectations as the main reasons for superintendent dismissal.

The Iannaccone-Lutz model (1970) contends that major social and economic changes in the make-up of a community result in political conflicts over school policy. Over time changes in the socio-economic status of citizens and the assessed valuation of districts, usually through new housing, result in opposition to the existing school board and its policies. As community newcomers become disenchanted, they run school board candidates hoping to unseat incumbents. With an incumbent defeat, the newcomers move the struggle to the school board. Eventually, these outsiders gain a majority, and dismiss the present superintendent. The new superintendent selected will be an outsider, with the earmarks of a career-bound superintendent. For Iannaccone and Lutz, then, conflicts over educational values in a changing community result in the involuntary departure of the incumbent board and superintendent.

In contrast to this model of evolutionary political change, most dissertation research (Appendix A, Table 3A) and popular literature on the superintendency blames turnover on two sets of problems. One approach suggests that ethical issues lead either to superintendents fleeing boards composed of rascals or to honest and irate citizens firing superintendents who are scoundrels (Bruse, 1963; Evans, 1974; Holloway, 1966). In either set of explanations, it is clear that one of the parties is acting in a corrupt and self-serving manner. A second line of reasoning is less moralizing, claiming that superintendents and boards have unclear expectations about behaviors they expect of others. They simply do not know their proper roles as either superintendents or

board members (Crosby, 1972; Lutz, 1963; Steinle, 1974). The imprecise definitions of rights, duties and responsibilities become points of contention, conflict, and eventual dismissal. Neither of these arguments suggest powerful research agendas, but they do provide some practical guidance to superintendents and boards about the need to clarify roles, but little help in moral disputes which may arise.

Summary. The general pattern drawn from this review of the literature suggests that:

(1) small districts will have the highest rate of superintendent turnover;

(2) many beginning superintendents will be found in small districts;

(3) approximately 20% of all superintendents will turnover each year;

(4) most superintendents will be career-bound; and,

(5) most career-bound superintendents will be horizontally, not vertically mobile.

The next sections turn to descriptions and analysis of the turnover and career mobility patterns of a sample of school district superintendents in Illinois from 1960 to 1976.

Data Generation and Analysis Procedures

The procedures for gathering and analyzing information about the turnover and career mobility patterns of Illinois public school superintendents involved ascertaining information sources, selecting a time span of years and a base year, developing a sampling plan, and determining economical and useful ways for displaying the information.

Information Sources. Two major sources of information were available. The first, and more economical, were the various Directory of Illinois Schools published earlier by the Office of the Superintendent of Public Instruction and now by the Illinois Office of Education. These

directories generally provided information such as name of the district, superintendent's name, names of school principals, mailing addresses, type of district, and numbers of both teachers and pupils. These directories were published annually through academic year 1972-73 when biennial publication began. The second information source was the Illinois Office of Education, Research and Statistics Section, Department of Planning and Research, which retains current reports and computer tapes containing Teacher Service Records of Illinois educators.

Overall, the actual records and computer tapes were expected to yield the more accurate information, although the expense for "searching" these tapes seemed high. The directories seemed excellent as sources of initial, basic information at low cost. Hence, preliminary information was gleaned from the directories, and more detailed information for smaller samples was derived from the IOE computer tapes.

Time Span and Base Year. Analysis of the research literature suggested that no precise rules existed for determining either what the time span of years to be examined should be or what year should be made the base year for analyzing career patterns. With such freedom, choices were made using random procedures. The time span was determined by selecting a number from a table of random numbers. The number selected (17) was then subtracted from the current year (1977) creating a beginning year (1960). The base year was determined by finding the latest directory in the stacks of the University of Illinois graduate library. This was the biennial directory for 1974-75 which was then used to ascertain the number, size and type of districts as well as the superintendents whose careers would be traced.

Both procedures were flawed. The span of 17 years extended beyond computer tapes in the IOE management and information system that were documented fully. The lack of documenting meant that "older" tapes, those in the early 1960's, had not been checked completely for errors or that errors discovered had not been corrected yet. The directories proved troublesome for two reasons. First, they contained some errors of fact. Second, and more importantly, the selection of a biennial year directory may have lead to some underestimation of the amount of superintendent turnover. It was discovered that a few districts had employed one superintendent in the 1973-74 academic year and another in the 1974-75 academic year. The biennial report of 1974-75 would have shown only one administrator for that time period.

Sampling Plan. The sampling plan also received little authoritative guidance from previous research literature. Some studies reviewed used the entire population of superintendents in a state, others sampled superintendents in certain size or type districts, some used random samples of all or subpopulations and a few used whomever was convenient. The literature indicated clearly the importance of district size, and suggested that the type (elementary, secondary or unit) might be important.

The directory for 1974-75 yields a listing of 1,048 districts. Of this total number, six were eliminated because they were either non-operating districts or had no appointed or elected board of education. Hence, the population of districts and their superintendents for the base year was 1,042.

The 1,042 districts then were categorized by type and then by size. The types used were elementary (K-8), secondary, (9-12) and unit

(K-12). In 1974-75, there were 462 (44.3%) elementary districts, 132 (12.6%) secondary districts and 448 (43%) unit districts (Appendix B, Table 1B). Again, there was little guidance on how to determine the size of the district. Some studies used size of community, some number of teachers and others used pupils enrolled. An inspection of the array of districts suggested that the majority (78.2%) of Illinois districts, regardless of type, had less than 2,000 students enrolled. Four categories of those districts of less than 2,000 were created (0-499, 500-999, 1000-1499, and 1500-1999) and two categories over 2,000 were created (2000-4999 and 5000 or more).

All districts were classified then according to size and type (Appendix B, Table 1B). For example, in 1974-75 in the size category of 1000-1499 there were 46 K-8 districts, 10 9-12 districts and 79 K-12 districts. The total number of districts of that size was 135. These 135 districts constituted 12.9% of all Illinois districts in 1974-75 included in the study. The entire matrix of size, number and percent is displayed in Appendix B, Table 1B.

Once the districts had been classified by type and size, and the appropriate percentages calculated, a sample of 100 districts could be drawn. The procedure involved collecting all districts of a certain type and size, noting what percent of total Illinois these districts represented, translating that percent into a whole number, and randomly selecting that number of districts. For example, there were 223 K-8 districts with enrollments of less than 499 students. These districts accounted for 21.4% of all districts retained for this study (223 of 1,042), so 21 districts from the 223 were selected randomly. The sample

drawn is displayed in Appendix B, Table 2B. When the sample was completely drawn, the 100 districts selected represented a 10 percent sample which reflected size and type variations in the total population.

The 100 district sample provided a more manageable, yet accurate image of the entire state. These 100 districts were examined over the 17-year time span to generate information from the appropriate directories about average number of superintendents, number of superintendent turnovers and average years of service of superintendents. The 100 superintendents listed as serving these districts in 1974-75 became the sample whose career patterns were traced on IOE computer tapes.

Displaying the Information. Once the sample had been drawn, information on the 100 districts and superintendents was collected. Beginning with the 1974-75 biennial directory, each district superintendent of record was noted on a 5" X 8" card for that district. In the time span of the study 11 districts were either created or disappeared because of consolidation. Information on these districts was collected to the year of disappearance or from the year of their creation. At the same time, the IOE computer tapes were searched for the career records of 100 superintendents serving in 1974-75. This computer search produced printouts which were used to trace the career mobility pattern of these individuals.

The displaying of information rested heavily on the use of measures of averages (mean) and variability (standard deviation). These measures assist readers in visualizing not only the average turnover of superintendents, for example, but also the variability of the dispersion. For example, in Figure 1 five hypothetical districts of Type A cluster closely about the mean while five hypothetical Type B districts are

Number of Superintendent Turnovers

Districts Type A	Districts Type B
2	3
3	7
2	4
2	9
3	2
Mean 2.4	Mean 5
S.D. .55	S.D. 2.92

Mean

1 2 3 4 5

-1 +1
S.D. S.D.
1.85 2.95

68% between 1.85 and 2.95

Mean

1 2 3 4 5 6 7 8 9 10

-1 +1
S.D. S.D.
2.08 7.92

68% between 2.08 and 7.92

Figure 1. Hypothetical example of mean and standard deviation.

widely scattered. Further, if these hypothetical districts are distributed normally about the mean (about equal numbers of districts lower than and higher than the mean), then 68% of all the districts will be found within the range of plus one to minus one standard deviation. The remaining 32% is distributed so that 16% falls at each end of the distribution, or plus/minus more than one standard deviation.

The mean and size of standard deviations provide a sense of the variability to be found in the group being examined as well as a sense of the differences or similarities among various groups. Much of the information reported will depend on analysis of means and standard deviations. In several places in the report, however, other techniques will be used. At those points, the particular technique will be discussed.

Findings About Superintendent Turnover, 1960-1976

This section deals with information generated from directories about the 100 district sample concerning superintendent turnover. The interests of this section are twofold: (1) the impact of district size and type on average number of superintendents over the time span and their average years of service and (2) the number of turnovers and the increasing or decreasing rate of turnover of superintendents from 1960 to 1977.

In turning to the sample, the large number of small districts was evident. In 1974-75, 32.6% (340) of all districts had less than 499 students, 24.2% (252) had between 500 and 999 students, 12.9% (135) had between 1000 and 1499 students and 8.5% (89) had between 1500 and 1999 students enrolled (Appendix B, Table 1B). Of the entire population of 1,042 districts, 226 (21.8%) had more than 2000 students enrolled, with 147 (14.2%) enrolling 2000-4999 while 79 (7.6%) had more than 5,000 students enrolled.

With the directories listing superintendents for each of the 100 districts, it became a matter of counting to determine the number of superintendents who had served in a district over the 17-year period from 1960 to 1977. These numbers of superintendents could be aggregated by type and size of district so that means and standard deviations could be calculated. It was also possible to calculate the average number of years served by dividing the time span of 17 years by the average number of superintendents. Finally, turnover could be determined for each year by inspection and calculated for each district by counting the number of superintendents and subtracting one. These three statistics--average number of superintendents, average years of service and turnover--were calculated for each district and then aggregated by district size and type. Finally, to improve the accuracy of the estimations, districts in which consolidations occurred were eliminated from several analyses.

In general, average number of superintendents and rate of turnover was highest in small districts, regardless of type, while average years of service was shortest in smaller districts (Appendix C, Table 1C to 4C). In elementary districts, for example, the average number of superintendents in districts of less than 499 students was 4.66 with 3.65 average years of service, while in districts with between 2,000-4,999 students enrolled the average number of superintendents was 2.43 with 7.0 average years of service (Appendix C, Table 1C). The small numbers of secondary districts present a less clear picture, and one requiring modest interpretation (Appendix C, Table 2C). The unit districts again support the proposition that average number of superintendents are highest in small districts (Appendix C, Table 3C).

The relationship of average number of superintendents and years service to district size, however, is not linear. As illustrated in summary Table 4C, the average number does not continue to decrease with increased district size. Districts of less than 1000 students had the highest number rate, districts between 1000 and 2000 had the fewest number, and districts over 2000 fell in the middle of this range. The "safest" superintendency in terms of average years of service was in districts of 1500 to 1999 (6.8 years), while the most hazardous was in districts of less than 499 students (3.86 years). While both the very small and very large appear prone to higher numbers of superintendents, the small districts still show both highest numbers of superintendents and highest turnover rates over the 17 years.

A secondary analysis was performed to examine more closely the differences between small and large districts. As displayed in Figure 2, the 30 small districts (0-499) were compared to 27 larger districts (1500 or more). In the small districts, the average number of superintendents was 4.4, with 68% falling between 2.36 and 6.44. In comparison, in the larger districts the average number of superintendents was 2.89 with 68% falling between 1.88 and 3.9.

Several ways exist for making comparisons about these distributions. One way is to inspect visually the overlap and differences among the means and standard deviations. For example, the mean of the small districts (4.4) is larger than plus one standard deviations of the large districts (3.9). A second way is to ask the probability of a score from one distribution appearing in the other distribution. For example, how often would a score of 6.44 (plus one standard deviation on the small

district distribution) occur if it were in the large district distribution with a mean of 2.89 and a standard deviation of 1.01? Using a standard score transformation, the probability of a score of 6.44 is less than 1 in 100. In fact, the probability is about 4 in 10,000. Equally, the probability of a 4.4 score (the mean of the small district distribution) is about 13 in 100 on the large district distribution. Finally, the probability of a 2.36 score (minus one standard deviation in the small districts) is about 60 in 100 on the large district distribution. What such analyses demonstrate are sharp differences between these two distributions of the average number of superintendents. Clearly, small districts have greater average numbers of superintendents in this 17-year time span.

A second series of analyses inspected the turnover rate in the sample of 100 districts. In these analyses districts which consolidated were included, but if the district disappeared no turnover was counted for the consolidation itself. However, information from the biennial directories (1974-75 and 1976-77) was deleted from these analyses, creating a time span of 13 years (1960-1973). Over this span of time, an average of 16 superintendents in the sample were in new positions each fall (Appendix C, Tables 5C and 6C). The greatest turnover occurred in 1966-67 with 21, while the least turnover was 1969-70 with 12. These Illinois figures appear consistent with the general findings from the reviewed literature that between 15 and 20 percent of superintendents assume new positions each academic year.

While there appeared to be no sharp differences among types of districts (Table 5C), size again emerged as critical (Table 6C). Those districts with less than 499 pupils enrolled have the greatest turnover

Small Districts		Larger Districts
Number = 30		Number = 27
Mean = 4.40		Mean = 2.89
S.D. = 2.04		S.D. = 1.01

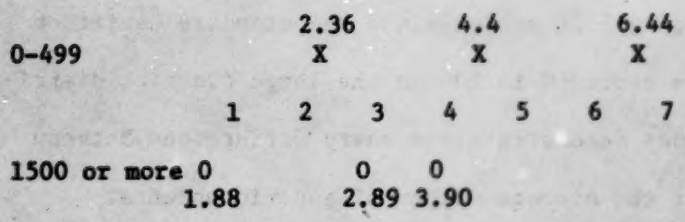

Figure 2. Average number of superintendents and standard deviations for all districts with less than 499 students enrolled and all districts having 1,500 or more students enrolled for 1960-1977.

Years Used to Predict Turnover Rate

	1960-73 N=13	1960-65 N=5	1963-68 N=5	1968-73 N=5
Predicted Years				
1975	16.50	10.4	26.8	20.4
1977	16.55	9.6	28.6	22.4
1979	16.60	8.8	30.4	24.4
1981	16.64	8.0	32.2	26.4

Figure 3. Trend-line analyses of predicted average superintendent turnover using different assumptions.

in each of the 13 years. Of the total of 212 turnovers from 1960 to 1973, 99 (46.7%) were in these small districts. Combined with the next largest category, 500-999 students enrolled, these districts of 1,000 or less comprise 56% of the sample but account for 70.7% (150) of turnovers. In contrast, those districts enrolling between 1,000 and 1,999 students constitute 21% of the sample but account for only 13.2% (26) of turnovers. Finally, the districts enrolling more than 2,000 students make up 23% of the sample, and account for 16.9% of turnovers. Once again, the research findings of others about the high turnover rate of superintendents are confirmed by these data in Illinois.

Using the turnover figures for these 13 years a secondary analysis (trend-line analysis) was performed. Trend-line analysis takes existent information, e.g., turnover rates from previous years, and projects future occurrences, e.g., turnover rates in future years. The analysis does assume that the projected line between past and future events is straight and that causal factors remain constant. Both assumptions may be dubious in terms of the turnover rates of superintendents. Nonetheless, the predicted lines did produce interesting results.

As illustrated in Figure 3, predictions were made using four different sets of past information. The first prediction used all 13 years of information. This conservative estimate suggested a slight increase in turnover from 1975 to 1981. Using 1960 to 1965 information, the line projected indicated a downturn in superintendent turnover. The last two analyses predict increased turnover, but at differing rates. The sharpest rate is based on information from 1963-68. Such differing conclusions suggest caution in interpreting trends over short periods of time. Nonetheless, the overall projection using all 13 years of information does suggest an increase in turnover, albeit slight.

In summary, this section has examined average number of superintendents, average years of service and turnover in a sample of 100 Illinois districts from 1960 to 1976. Of the sample of 100 districts selected from the 1974-75 directory, 56.8% had fewer than 1,000 students enrolled. These districts had highest average number of superintendents, highest turnover rate and lowest average number of years of service. In the next section the patterns of career mobility of 100 superintendents will be examined.

Superintendent Career Mobility Patterns

In this section of the paper the major task is tracing the career mobility patterns of a sample of Illinois superintendents from 1960 to 1977. This tracing depended upon use of IOE Teacher Service Record computer tapes. As noted earlier, not all these tapes were available and some of the available tapes prior to 1972 had not been fully documented. Even though these data are flawed in some ways, they generally support findings from the empirical literature reviewed and the analysis of superintendent turnover. This section begins with a brief look at the general characteristics of superintendents in 1974-75 and then turns to results found by tracing superintendents career mobility.

Personal Characteristics of Superintendents, 1974-75. What were some of the personal characteristics of a "typical" Illinois superintendent in 1974-75? For example, what were the sex, age, and marital status of superintendents? What were their training and experiences in education? Using data from the sample of 100 superintendents selected from 1974-75 districts, the following information describes an "average" superintendent (Appendix D, Table 1D).

A typical superintendent was male, about 48 years old and married. In the information generated, 96 of 97 superintendents were male, 79 were born between the years of 1920 and 1939, and 95 were married. The oldest superintendent was born in 1905, while the youngest was born in 1944. Our average superintendent was born in 1927.

Our typical superintendent had earned a masters degree, most likely from an Illinois institution. Of the 97, 33 held some degree higher than a masters. Most of these higher degrees had also been earned in Illinois, although in the total sample 26 had earned their highest degree in an out-of-state institution.

On average, he had spent 22 years in the field of education, 20 of these in Illinois. Roughly two-thirds (65 of 97) of Illinois superintendents had experience only in Illinois. Inspection of total experience suggests that few superintendents had less than 14 years experience or more than 29 years. If we assume conservatively that our typical superintendent began his career in education at age 25, it appears that few serve their entire career to retirement as superintendent.

The typical superintendent had spent some 10 years in his district, although that figure requires careful interpretation. The standard deviation for time in current district is eight years, and the distribution is skewed toward less than nine years experience. Two of three (60 of 97) superintendents had less than nine years experience in their current district. Of this group, 34 had less than four years experience in their current district. Earlier information suggested that this group of superintendents would be composed primarily of superintendents in smaller districts.

Patterns of Career Mobility. This portion deals with patterns of career mobility of the sample of 100 1974-1975 superintendents. After examining general information about the sample, this section inspects 15 superintendents who served in that role the entire time span, 15 who have served six years as superintendents and concludes by examining the career patterns of 14 small district superintendents.

Of the 100 districts and their superintendents selected, information was available on the Teacher Service Record (TSR) computer tapes for 97 individuals for 1974-75. The TSR records, however, did not extend the entire 17 years of the study. The first TSR files available were for 1964-65, creating a 13-year file (Appendix D, Table 2D).

The TSR records revealed that of the 97 individuals, 44 had complete 13-year records. While 44 had complete information, only 15 had served the entire 13 years as superintendents. Inspection of Table 2D reveals that those whose TSR files spanned 10 or more years constituted 78.3% (76 of 97) of the sample, with 43.4% (42 of 97) having served 10 or more years as superintendents. The mean number of years served as superintendent was 8.7, with a 3.2 standard deviation. The distribution, however, was "lumpy" with major clusters at five years (9.3%), six years (15.5%), 10 years (10.3%), 11 years (12.4%) and 15 years (15.5%). These five clusters account for 63% of years served as superintendents.

Interpreting Table 2D requires some care. The table suggests that in the 13-year time span few spent their entire educational career in the role of superintendent. It appears that there is considerable movement both into the position and in and out of Illinois--findings anticipated by the early literature review. Finally, while not fully explored, there is some sense that the age of individuals might provide important clues as to when individuals seek or are sought for superintendencies.

In turning to issues of mobility, three groups were examined. The first group consisted of the 15 superintendents who had served from 1964-65 to 1976-77 as superintendents, the second was made up of 15 who had served for six years in the superintendency, and the last was composed of 30 small district superintendents. While there was some overlap among groups, these three clusters produced examination of 44% (43 of 97) of the sample.

Of the 15 individuals who had served the entire time span as superintendents, 12 had served in a single district. These individuals were compared to the total sample of 100 districts to see if they were representative of the type and size of districts (Appendix D, Table 3D). The distribution of individuals indicates that while type of districts closely paralleled the sample, differences emerged on the dimension of size. The actual distribution greatly underrepresented those superintendents serving in under 500 districts (8% actual vs. 32% sample), and overrepresented those serving districts of 500-999 (33% vs. 24%), of 1500-1999 (17% vs. 8%) and of 2000-4999 (25% vs. 15%). The greatest underrepresentation occurred in K-8 0-499 districts (8% actual vs. 21% sample) and the largest overrepresentation occurred in K-12 500-999 districts (33% actual vs. 15% sample).

An examination of the three individuals who had not remained in a single district revealed that each had changed districts only once in the 13-year period. One had moved from the west to the east side of the state within the same size and type district category for an initial pay raise of $7000, one moved to a neighboring county where he took a position

in the same size but different type category for an initial $1500 pay loss, and one moved in adjacent counties within the same type but to a larger size category district for a $5000 initial pay increase.

A second cluster were those individuals who had served six years in the superintendency. An inspection of their careers shows that three changed positions once, five left the superintendency in Illinois and could not be located, and eight remained in their same districts. Of the three who moved once, one moved in neighboring counties from a small K-8 to a larger 9-12 district for a $6,400 initial pay increase, a second moved from one unit district to another of the same size in an adjacent county for a $2,200 initial pay loss and the third moved to a smaller northwest county unit district from a central county unit district with an initial salary loss of $1,000. One individual had served the six-year period as superintendent both of a smaller K-8 and a smaller 9-12 district. This dual superintendency appears to be used by a few smaller districts whose boundaries are relatively coterminus.

A third, and final, group of superintendents were those who served in 1974-75 in all districts of less than 500 students. Of the 32 in the sample, TSR information was available on 30 individuals (Appendix D, Table 4D). Of the 30, only one individual had served the entire 13-year period as a superintendent although 11 others had complete 13-year TSR files. The mean years served as superintendent was 8.3, with a standard deviation of 2.9 years. The distribution clustered around five major categories of experience: six years (10%), seven years (13.3%), eight years (10%), 10 years (20%) and 11 years (13.3%). These five categories accounted for 66.6% (20 of 30) of all years as superintendents.

In order to assess the mobility patterns of these small district superintendents, all individuals with more than eight total years experience as a superintendent and with 12 or 13 years on TSR file were grouped. This group had 15 members, but information was missing on one individual (Appendix D, Table 5D). The 14 individuals had served an average in 2.4 districts, with a standard deviation of 1.2 districts. Inspection of the information indicated that two individuals had served as dual K-8 and 9-12 superintendents.

Of the group, four spent the entire time span in a single district. Four made one change. Of these individuals, one moved to a neighboring county but in the same size and type of district, two moved within the same county in the same size and type district and the fourth gained dual appointments in small K-8 and 9-12 districts. An additional four made two changes. They did so as follows: one worked in three 9-12 districts with some 400 pupils each in the northern third of the state, a second worked in three K-12 districts of some 550 students each beginning in the central western part of the state and moving to the northeast corner, a third moved in the east central part of the state from a teacher in a larger district to a dual superintendency of small K-8 and 9-12 districts to a unit district of approximately 550 students, and the fourth moved in adjacent counties among small elementary districts.

Only two individuals had served in four or more districts. One individual had moved three times but always in the northeastern corner of the state. He had served as an elementary principal, dual superintendent of small K-8 and 9-12 districts and then as a small high school principal. Only one individual had moved four times. His pattern was

as follows: elementary teacher in a K-12 district of 1000 in the southeast corner of the state to superintendent of a small K-8 district in the north central area to high school teacher in the southwestern tip of the state to superintendent in a small K-12 district--all in 12 years.

There is no consistent pattern of salary increase or loss connected with the 10 superintendents who moved. In most cases, there are modest salary increases when compared to their earlier incomes, a few moved at rates equal to their previous year's earnings and several suffered salary losses, although slight. Generally, those who moved did make modest salary gains.

These three groupings of superintendents suggest several important points. First, of the 43 individuals examined, 24 (55.8%) had spent 13 years in their present district. This differs from Carlson's estimation that two of every three superintendents is career-bound. Second, with one notable exception, most individuals who moved stayed in the same geographic region of the state and the same type and size of district. Generally, individuals displayed horizontal mobility within a limited geographic region. Third, there is little evidence in these cases of vertical mobility. In fact, there are only two cases of movement to larger size districts with marked salary increases ($3000 or more). While data related to 54 individuals were not examined, the overwhelming evidence of the remaining 43 inspected indicates only these rare instances of vertical mobility. Finally, most who moved gained a modest salary increase, but some few made an occasional large increase and some suffered a loss of income.

Conclusion

This section briefly recapitulates the major findings of this report and then suggests three lines of future research.

Summary. The general outline of the findings covering the period from 1960 to 1977 parallels findings of others about the turnover and career mobility of school superintendents. Using a sample of 100 districts and 97 superintendents, the following conclusions seem warranted:

1) approximately 16% of all Illinois superintendents will be in a new superintendency or position at the beginning of each academic year;

2) small districts with fewer than 500 students enrolled have the highest turnover rates;

3) approximately two of every three Illinois superintendents are place-bound; and,

4) most superintendents who move from one position to another will do so in the same type, size and geographic region (horizontal, not vertical mobility).

Future Research. This section proposes three major lines of future research on the turnover and career mobility of Illinois superintendents.

The first line of research would analyze the nature of small district turnover. In some districts, the rate of turnover seems unusually high--nearly twice that of mid-sized districts. In fact, as Stensvad (1969) suggests, knowing the number of teachers and/or pupils in a district permits a better than average guess about the length of time an individual will serve as superintendent. Little research has focused systematically on why these changes occur and even less has explored the consequences of frequent superintendent turnovers.

Lutz (1963) found nine major factors related to short tenure of superintendents. The first, as expected, was size. Other factors which might be important were low per-pupil valuation, lower quality of external accreditation visits, short-term contracts for superintendents, short tenure in prior positions and short tenure of teacher staff. In interviews with some of these superintendents, the following reasons for short turnover were given:

> . . .community instability, inadequate living conditions, inadequate community services, generally undesirable personality traits in the superintendent, and the superintendent's showing partiality to certain board members and becoming involved in board elections (p. 590).

Lutz initial findings suggest several points of departure for studies of turnover. These include further work on the Iannaccone and Lutz thesis concerning political change, keener analysis of the issues involved in board-superintendent conflict over expectations and sharper conceptualization of the problem to allow hypothesis testing, and efforts to assess the personal factors associated with long-time residence by professionals in smaller communities.

While there appear to be initial points concerning causes of turnover, little evidence exists about turnover's consequences. At least three sets of linkages deserve more careful attention. One set of linkages involves relations between the superintendent and the teaching staff. Do superintendents come and go while teachers remain? Are both leader and staff transient? A second set of linkages involves school board and community. Is the high rate of turnover of superintendents reflecting high board turnover and community instability? Or, are smaller communities and their boards unable or unwilling to attract individuals seeking relatively permanent superintendencies? A final

linkage pattern which deserves exploration is that which may exist among the district and other units of government--local, state and federal. As my colleague Gordon Hoke has noted on a number of occasions, the linkage of small communities to state or federal revenue may be critical to their ongoing health.

A second line of research leads to the development of training programs designed specifically for those seeking to serve smaller communities. As Dorland (1973) has written:

> The role and the problems of small districts' superintendents appeared uniquely different from that of superintendents in larger districts (p. 3745).

The understandings of the nature of small districts, their patterns of social and educational change and their unique problems and advantages need to be incorporated into training programs in Illinois institutions of higher education. As long as six of every 10 districts have less than 1000 students, then responsibility for training administrators for these districts exists.

These programs cannot be content either to develop individuals who can merely survive the first or second year in a community or to generate a passion for upward mobility to larger and more prestigious districts. These training programs must also be supported by cooperation from other governmental agencies and from professional associations.

A third line of research would explore those who differ from their compatriots: individuals who have, for example, long careers in large or small districts or those who seem to move too often. These individuals stand apart from the norm (Morris, 1957), and deserve closer scrutiny. What characteristics, for example, are to be found in superintendents, boards, schools and communities where a superintendent might serve for

20 years or in which a series of superintendents serve no more than two or three years each? What are the factors that promote vertical career mobility in opposition to the more traditional horizontal mobility of superintendents? Overall, this line of research would explore those who appear as statistical outliers.

In conclusion, one might suggest that the superintendents of Illinois constitute several tribes, tribes marked off by type, size and geographic region of their districts. A few move from one tribe to another but they are rare and atypical individuals. That these tribes exist requires more documentation along lines of inquiry somewhat different from this initial report. Yet, the evidence available in this study suggests that the tribal metaphor may not be inappropriate for thinking about Illinois education. What is now completely lacking in Illinois are senses of the educational consequences of these tribes which parallels what this report illuminates about characteristic patterns of turnover and career mobility of superintendents.

Appendix A

Table 1A

Doctoral Dissertations Considering Statewide Turnover of Public School Superintendents 1950-1975

State	Author	Year(s) Reviewed	Conducted
Arkansas	J. T. Castleberry	1958-9 to 1962-3	1964
Arkansas	P. R. Shipman	1958-9 to 1962-3	1965
Colorado	L. T. Dorland	1970 to 1972	1973
Connecticut	W. S. Porter	1960 to 1969	1971
Missouri	R. D. Harting	1953-4 to 1967-8	1969
Missouri	R. C. Morton	1945 to 1955	1955
Missouri	C. H. Pope	1970-1 to 1972-3	1974
Nebraska	C. H. Stokes	1968 to 1969	1969
Ohio	T. L. Juett	1969 to 1970	1970
Pennsylvania	M. F. Garry	1970 to 1971	1972
Tennessee	E. B. Eller	1940 to 1960	1962
Texas	F. W. Cokendolpher	1945 to 1954	1959
Texas	J. G. Horn	1971 to 1972	1972
Washington	J. C. Mallery	1969 to 1970	1971
Wyoming	D. Hair	*	1955

*Unable to locate abstract of dissertation.

Table 2A

Doctoral Dissertations Considering Career-Bound and Place-Bound Superintendents, 1960-1975

Author	Title	Year
W. W. Buchholz	Performance of Place-Bound and Career-Bound Superintendents	1969
L. D. Deprin	Superintendent Succession and Administrative Patterns	1965
M. R. Fenske	Career Orientation and Career Mobility of Oregon School Superintendents	1970
E. S. Hickcox	Career-and Place-Bound Orientation of Chief School Officers in New York State	1966
R. L. Rose	Career Sponsorship in the School Superintendency	1969
L. R. Wolf	An Analysis of the Leader Behaviors of Career-Bound and Place-Bound Public School Superintendents in Iowa	1974

Table 3A

Doctoral Dissertations Considering Short or Long Tenure of Public School Superintendents, 1950-1975

Author	Title	Year
E. D. Becken	Thirty Years in a School Superintendency: A Case Study in Administrative Leadership	1963
D. W. Bruse	Identification of Major Factors Affecting the Dismissal of School Superintendents	1963
C. W. Crosby, Jr.	The Impact of Selected Community Variables Upon Involuntary Superintendent Turnover: A Case Study	1972
M. A. Evans	Causes Relating to the Non-Reemployment of School District Superintendents in the State of California as Viewed by the Governing Board	1974
H. H. Holloway	Why School Superintendents Are Dismissed or Encouraged to Leave Their Positions--A Study as Expressed by Members of Boards of Education Involved in Selected Cases in Michigan	1966
L. G. Joel	An Analysis of Leadership Characteristics in Relationship to the Tenure of Successful School Superintendents in Connecticut	1965
R. G. Lutz	Factors Associated with Short Tenure of School Superintendents in Michigan	1963
L. R. Sitter	A Study of Factors Affecting the Dismissal of Superintendents in Selected School Corporations in Indiana and Illinois	1972
L. G. Steinle	Comparisons of the Perceived Reasons for Involuntary Turnovers of Superintendents as Given by Respondents in Varying Role Positions in Selected Kansas Unified School Districts	1974
J. I. Stewart	The Career of a School Superintendent: A Case Study in Administrative Longevity	1954

Appendix B

Table 1B

District Type and Enrollment, 1974-1975*

Pupils Enrolled	K-8 N	K-8 %	9-12 N	9-12 %	K-12 N	K-12 %	Size Total	Size and %
0- 499	223	21.4	46	4.4	71	6.8	340	32.6
500- 999	72	6.9	20	1.9	160	15.3	252	24.2
1000-1499	46	4.4	10	1.0	79	7.6	135	12.9
1500-1999	34	3.3	18	1.7	37	3.5	89	8.5
2000-4999	69	6.6	17	1.6	61	5.9	147	14.2
5000 or more	18	1.7	21	2.0	40	3.8	79	7.6
Type Total and %	462	44.3	132	12.6	448	43.0	1042	100.0

* Exclude six districts.

Table 2B

Sample Size Drawn by District Size and Type, 1974-1975

District Size	K-8	9-12	K-12	Total
0-499	21	4	7	32
500-999	7	2	15	24
1000-1499	4	1	8	13
1500-1999	3	2	3	8
2000-4999	7	2	6	15
5000 or more	2	2	4	8
Total	44	13	43	100

Appendix C

Table 1C

Average Number of Superintendents and Average Years of Superintendents' Service, K-8 Districts, 1960-1976, by District Size

District Size	Number Sup't.		Years Service*	
0-499	Mean	4.66	Mean	3.65
N = 21	S.D.	2.24		
500-999	Mean	3.0	Mean	5.67
N = 7	S.D.	1.29		
1000-1499	Mean	2.0	Mean	8.5
N = 4	S.D.	.82		
1500-1999	Mean	2.0	Mean	8.5
N = 3	S.D.	1.0		
2000-4999	Mean	2.43	Mean	7.0
N = 7	S.D.	.98		
5000 or more	Mean	3.5	Mean	4.86
N = 2	S.D.	.71		

* Calculated by dividing 17 years (1960-1976) by mean number of superintendents. Total districts equals 44.

Table 2C

Average Number of Superintendents and Average Years of Superintendents' Service, 9-12 Districts, 1960-1976, by District Size

District Size	Number Sup't.		Years Service	
0-499	Mean	3.5	Mean	4.86
N = 4	S.D.	1.73		
500-999	Mean	3.5	Mean	4.86
N = 2	S.D.	.71		
1000-1499	Mean	2.0	Mean	8.5
N = 1	S.D.	--		
1500-1999	Mean	4.0	Mean	4.25
N = 1*	S.D.	—		
2000-4999	Mean	3.5	Mean	4.86
N = 2	S.D.	.71		
5000 or more	Mean	2.0	Mean	8.5
N = 1*	S.D.	--		

* Omit consolidated districts. Total districts equals 11.

Table 3C

Average Number of Superintendents and Average Years of Superintendents' Service, K-12 Districts, 1960-1976, by District Size

District Size	Number Sup't.		Years Service	
0-499	Mean	4.0	Mean	4.25
N = 5*	S.D.	1.23		
500-999	Mean	3.69	Mean	4.61
N = 13*	S.D.	1.70		
1000-1499	Mean	3.4	Mean	5.0
N = 5*	S.D.	1.67		
1500-1999	Mean	2.5	Mean	6.8
N = 2*	S.D.	.71		
2000-4999	Mean	3.4	Mean	5.0
N = 5*	S.D.	1.14		
5000 or more	Mean	3.25	Mean	5.23
N = 4	S.D.	.96		

* Omit consolidated districts. Total districts equals 34.

Table 4C

Average Number of Superintendents and Average Years of Superintendents' Service, All Districts*, 1960-1976, by District Size

District Size	Number Sup't.		Years Service	
0-499 N = 30	Mean	4.4	Mean	3.86
500-999 N = 22	Mean	3.45	Mean	4.93
1000-1499 N = 10	Mean	2.7	Mean	6.30
1500-1999 N = 6	Mean	2.5	Mean	6.8
2000-4999 N = 14	Mean	2.93	Mean	5.8
5000 or more N = 7	Mean	3.14	Mean	5.4

* Omit consolidated districts. Total districts equals 89.

Table 5C

Superintendents Appointed by Years and District Type, 1960-1973*

	District Type			
Year	K-8	9-12	K-12	Grand Total
1972-73	8	2	4	14
1971-72	8	2	10	20
1970-71	7	1	10	18
1969-70	5	1	6	12
1968-69	6	3	4	13
1967-68	8	2	9	19
1966-67	10	4	7	21
1965-66	7	1	9	17
1964-65	6	3	5	14
1963-64	11	1	6	18
1962-63	5	0	9	14
1961-62	11	0	3	14
1960-61	8	1	9	18
Total	100	21	91	212
Mean	7.69	1.62	7.0	16.31
S.D.	2.02	1.19	2.48	2.93
	N=44	N=13	N=43	N=100

* Omit 1974-1975 and 1976-1977.

Table 6C

Superintendents Appointed by Years and District Size, 1960-1973*

Year	Size 0-499	500-999	1000-1499	1500-1999	2000-4999	5000 or more	Year Total
1972-73	7	3	2	1	1	0	14
1971-72	8	5	2	2	1	2	20
1970-71	6	5	3	0	3	1	18
1969-70	4	3	2	0	2	1	12
1968-69	5	4	2	1	1	0	13
1967-68	11	3	0	0	3	2	19
1966-67	10	5	3	0	2	1	21
1965-66	10	4	1	0	1	1	17
1964-65	8	2	0	1	2	1	14
1963-64	7	5	1	2	2	1	18
1962-63	6	5	1	0	2	0	14
1961-62	10	1	1	0	0	2	14
1960-61	7	6	1	0	1	3	18
Total by Size	99	51	19	7	21	15	212
% of Grand Total	46.7	24.0	9.9	3.3	9.9	7.0	100
	N=32	N=24	N=13	N=8	N=15	N=8	N=100

* Omit 1974-1975 and 1976-1977.

Appendix D

Table 1D

Descriptive Demographic Information on Superintendents, 1974-75

Sex	
Male	96
Female	1
Marital Status	
Married	
Male	94
Female	1
Single	
Male	2
Female	0

Year of Birth	
Oldest	1905
Youngest	1944
Average	1927

Age Distribution	Year of Birth	Number
	1900 - 1909	1
	1910 - 1919	13
Mean 48.0	1920 - 1929	48
S.D. 7.2	1930 - 1939	31
	1940 or later	4

Years in Current District	Years	Number
	0-4	34
	5-9	26
	10-14	14
Mean 9.7	15-19	9
S.D. 8.0	20-24	6
	25-29	7
	30 or more	1

Years in Illinois	Years	Number
	0-4	3
	5-9	7
	10-14	11
Mean 20.3	15-19	26
S.D. 8.3	20-24	16
	25-29	26
	30-34	4
	35-39	2
	40 or more	2

Table 1D (cont'd)

Years of Out-of-State Experience	Years	Number
	0	65
	1-4	16
	5-9	8
	10-14	3
	15-19	4
	20 or more	1

Total Years Educational Experience	Years	Number
	0-4	0
	5-9	3
	10-14	8
	15-19	23
Mean 22.5	20-24	24
S.D. 7.1	25-29	28
	30-34	6
	35-39	3
	40 or more	2

Highest Degree Earned	Number	Percent
Bachelors Degree	2	2.1
Masters Degree	62	63.9
6-Year Advance Degree	12	12.4
Ph.D. or Ed.D.	21	21.6

Training Institutions of Highest Degree	
Illinois Institution	69
Out-of-State Institutions	26
No Information	2

Table 2D

Years as Superintendent and Years on Teacher Service Record, 1964-65 to 1976-77, for Sample of 1974-75 Superintendents.

Years as Superintendent	Years on TSR File											
	2	4	6	7	8	9	10	11	12	13	Total	Percent
2	1									1	2	2.1
3										1	1	1.0
4		1			1		1		1	3	7	7.2
5			1	1	1		1	1	1	3	9	9.3
6			5			2	3	2	1	2	15	15.5
7				3		1	1			1	6	6.2
8					2	1		1	1	2	7	7.2
9						1		1	2	4	8	8.2
10							2		3	5	10	10.3
11								5	3	4	12	12.4
12									2	3	5	5.2
13										15	15	15.5
Total	1	1	6	4	4	5	8	10	14	44	97	
Percent	1.0	1.0	6.2	4.1	4.1	5.2	8.2	10.3	14.4	45.4		100.0

Mean Years as Superintendent	8.7
S.D.	3.2
Mean Years as Superintendent for Those With 13 Years TSR (N = 44)	9.7
S.D.	3.4

Table 3D

Size and Type of District of 1974-75 Superintendents Who Have Spent 13 Years in the Same Districts, 1964-65 to 1976-77.

Type of District	Size of District: 0 - 499		500-999		1000-1499		1500-1999		2000-4999		5000- or more		Total Number	Total Percent
	N	%	N	%	N	%	N	%	N	%	N	%		
K-8														
Actual	1	8	0	0	1	8	1	8	2	17	0	0	5	42
Sample	21*		7		4		3		7		2		44	
9-12														
Actual	0	0	0	0	0	0	0	0	0	0	1	8	1	8
Sample	4		2		1		2		2		2		13	
K-12														
Actual	0	0	4	33	0	0	1	8	1	8	0	0	6	50
Sample	7		15		8		3		6		4		43	
Actual Total	1	8	4	33	1	8	2	17	3	25	1	8	12**	
Sample Total	32		24		13		8		15		8		100	100.0

*Number and percent for all sample cells are equal.

** Three individuals spent 13 years as superintendents, but served in more than one district.

Table 4D

Comparison of Years as Superintendent for Those Serving Small Districts (0-499 Students Enrolled) in 1974-75 and Years on Teacher Service Record, 1964-65 to 1976-77.

Years as Superintendent	Years on TSR File								
	7	8	9	10	11	12	13	Total	Percent
2							1	1	3.3
3							1	1	3.3
4				1				1	3.3
5		1			1			2	6.7
6				2			1	3	10.0
7	2		1	1				4	13.3
8		1			1	1		3	10.0
9						1	1	2	6.7
10				1		2	3	6	20.0
11						1	3	4	13.3
12						1	1	2	6.7
13							1	1	3.3
Total	2	2	1	5	2	6	12	30*	
Percent	6.7	6.7	3.3	16.7	6.7	20.0	40.0		100.0

Mean Years as Superintendent	8.3
S.D.	2.8
Mean Years as Superintendent for Those with 13 Years TSR (N = 12)	9.0
S.D.	3.5

*Missing information on two individuals.

Table 5D

Number of Districts in which 1974-75 Superintendents of Small Districts (0-499 Students Enrolled) Have Beem Employed In Illinois, 1964-65 to 1976-77*

Years on TSR File	Number of Districts					
	1	2	3	4	5	Total
13	4	4	4	1		13
12					1	1
Total	4	4	4	1	1	14**
Percent	28.6	28.6	28.6	7.1	7.1	100.0

Mean Number of Districts	2.4
S.D.	1.2

*All individuals have a minimum of eight years experience as a superintendent.

**Information missing on one individual.

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